Gifted and Talented Education Service Report

Local education agencies (LEAs) must submit a Gifted and Talented Education Service Report (SR) once every three years by October 1st in accordance with the school year the district undergoes a comprehensive New Jersey Quality Single Accountability Continuum (NJQSAC) review. Charter schools will resubmit according to their charter renewal cycle. Districts that are scheduled for the 2026-2027 NJQSAC comprehensive review or charter school renewal must submit an updated SR by October 1, 2027. The purpose of the LEA SR is to meet the legislative requirements to identify and serve identified gifted and talented students, including Multilingual Learners, students with Individualized Education Plans or 504 Plans, and their families as established in the Strengthening Gifted and Talented Education Act (N.J.S.A. 18A:34-39). The SR requires LEAs to review their current gifted and talented education program and respond to questions regarding the policies and procedures used to implement services.

Instructions:

The SR consists of the following 7 sections:

- District Submission Qualification
- LEA Gifted and Talented Coordinator Contact Information
- Gifted and Talented Services
- Gifted and Talented Identification Procedures
- Gifted and Talented Professional Development
- Gifted and Talented Education Complaint Policy
- Gifted and Talented Webpage

Each section consists of questions that require a response. Some questions may require multiple responses.

Student and Staff Data Collection: The student and staff data elements are collected in NJSLEDS and do not have to be reported in the SR.

Click the following link to download a sample: *Gifted and Talented Education Service Report (PDF).*

District Qualification of Gifted and Talented Education Service Report Submission

Is your district scheduled for the NJQSAC comprehensive review or the charter school renewal cycle this current school year? *

- ◯ Yes
- ◯ No

Public School District & Charter and Renaissance School Information

Select the county from the list below, except for Charter Schools.
Charter schools should select “Charter School (80)."
*

COUNTY (0)

IMPORTANT: If your entity is not listed, use the "back" button at the bottom of the page to confirm that the correct county was selected. If correctly selected, email gifted@doe.nj.gov and provide the missing entity name, DOE code, and county.

Public School District - Select your entity from the list below. *

LEA Gifted and Talented Education Contact Information

Fill each box with the appropriate information

Fiscal Year *

LEA Street Address *

City *

Zip Code *

Gifted Education Director/Coordinator *

First and Last Name

Contact Phone Number *

Format: xxx-xxx-xxxx

Work Email Address *

Superintendent *

First and Last Name

Contact Phone Number *

Format; xxx-xxx-xxxx

Work Email Address *

Gifted and Talented Services 18A:37b(1)

A continuum of services refers to the programming options and services available to all kindergarten through grade 12 students identified as gifted and talented in the district. These services address the interests, strengths, and needs of students with gifts and talents in all settings.

Select all the grades in which gifted and talented services are provided in your district. *

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

As required by statute, district boards of education must provide appropriate curricular and instructional adaptations for identified K-12 gifted and talented students during the school day. When are services provided? *

Select all that apply. **Note:** if your response is "Other", then you must provide a written description in the box.

- [ ] Before normal school hours
- [ ] During normal school hours
- [ ] After normal school hours
- [ ] Other

Select all services and programming options provided for early elementary students (grades kindergarten – second). *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Push-in with teacher assigned to work with G&T students
- [ ] Pull-out with teacher assigned to work with G&T students
- [ ] Full-time self-contained gifted classroom
- [ ] Cluster Grouping (The National Association for Gifted Children defines cluster grouping as a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than one or two students.)
- [ ] Differentiation within the general education classroom
- [ ] Other

Select all services and programming options provided for upper elementary school students (grades three – five). *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Push-in with teacher assigned to work with G&T students
- [ ] Pull-out with teacher assigned to work with G&T students
- [ ] Full-time self-contained gifted classroom
- [ ] Cluster Grouping (The National Association for Gifted Children defines cluster grouping as a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than one or two students.)
- [ ] Differentiation within the general education classroom
- [ ] Other

Subject Matter Acceleration - For upper elementary school students (grades three-five) *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Mathematics
- [ ] English Language Arts
- [ ] Social Studies
- [ ] Science
- [ ] World Languages
- [ ] Visual and Performing Arts
- [ ] Physical Education
- [ ] There is no Subject Matter Acceleration at this level.
- [ ] Other

Select all services and programming options provided for middle school students (grades six – eight) *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Push-in with teacher assigned to work with G&T students
- [ ] Pull-out with teacher assigned to work with G&T students
- [ ] Full-time self-contained gifted classroom
- [ ] Cluster Grouping (The National Association for Gifted Children defines cluster grouping as a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than one or two students.)
- [ ] Differentiation within the general education classroom
- [ ] Other

Subject Matter Acceleration - For middle school students (grades six – eight) *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Mathematics
- [ ] English Language Arts
- [ ] Social Studies
- [ ] Science
- [ ] World Languages
- [ ] Visual and Performing Arts
- [ ] Physical Education
- [ ] There is no Subject Matter Acceleration at this level.
- [ ] Other

Select all services and programming options provided for high school students (grades nine – twelve). *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Advanced Placement Courses
- [ ] International Baccalaureate Courses
- [ ] Dual Enrollment/Early College Program
- [ ] Magnet School
- [ ] Cluster Grouping (The National Association for Gifted Children defines cluster grouping as a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than one or two students.)
- [ ] Independent Study
- [ ] Capstone Projects
- [ ] Seminars
- [ ] Mentors
- [ ] Other

Gifted and Talented Identification Procedures 18A:37b(1)

The district is required to make provisions for an ongoing kindergarten through grade 12 identification process for gifted and talented students. This process must include multiple measures to identify a student's strengths in intellectual ability, creativity, or a specific academic area. LEAs are required to ensure equal access to all students in their identification policy and procedures to include Multilingual Learners and those with Individualized Education Plans or 504 plans.

Select all intelligence measures used to identify students in kindergarten through grade 12. *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] CogAT-Cognitive Abilities Test
- [ ] Comprehensive Test of Non-Verbal Intelligence
- [ ] Kaufman Assessment Battery for Children
- [ ] Kauffman Brief Intelligence Test
- [ ] Naglieri General Ability Tests
- [ ] Naglieri Non-Verbal Abilities Test
- [ ] Otis-Lennon School Ability Test
- [ ] Raven's Coloured Progressive Matrices
- [ ] Raven's Progressive Matrices-Clinical Edition
- [ ] SAGES-3 (Screening Assessment for Gifted Elementary and Middle School Students)
- [ ] Test of Non-Verbal Intelligence
- [ ] Wechsler Abbreviated Scale of Intelligence
- [ ] Wechsler Intelligence Scales
- [ ] No intelligence measure is used
- [ ] Other

Select all achievement measures used to identify students in kindergarten through grade 12. *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Wechler Individual Achievement Test
- [ ] Woodcock Johnson Test of Achievement
- [ ] Measures of Academic Progress (MAP)
- [ ] Iowa Assessments
- [ ] Stanford Achievement Test Scales
- [ ] Terra Nova
- [ ] No achievement measure is used
- [ ] Other

Select all creativity, reasoning, and problem-solving ability measures used to identify students in kindergarten through grade 12. *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] Creativity Assessment Packet (The Williams Scale) (CAP)
- [ ] Kingore Observation Inventory
- [ ] Profile of Creative Thinking
- [ ] Torrance Tests of Creative Thinking
- [ ] No creativity, reasoning, and problem-solving ability measures are used
- [ ] Other

Select all items used for other documented evidence to identify students in kindergarten through grade 12. *

Select all that apply. **Note:** If your response is "Other", then you must provide a written description in the box.

- [ ] GATES 2: Gifted and Talented Evaluation Scales
- [ ] Gifted Evaluation Scale
- [ ] HOPE Teacher Rating Scale
- [ ] New Jersey Student Learning Assessments (NJSLA)
- [ ] Parental Referral
- [ ] Renzulli Scales for Rating the Behavioral Characteristics of Superior Students
- [ ] Scales for Identifying Gifted Students
- [ ] Slocumb-Payne Teacher Perception Inventory
- [ ] Student Portfolio (Performance Assessment)
- [ ] Teacher observations (Formal)
- [ ] No other documented evidence is collected
- [ ] Other

How often are students provided the opportunity to be identified as gifted and talented in your district? *

Note: If your response is "Other", then you must provide a written description in the box.

- [ ] Identification occurs once each academic year.
- [ ] Identification occurs twice each academic year.
- [ ] Identification occurs three times each academic year.
- [ ] Identification is ongoing throughout the academic year.
- [ ] Other

How often is the identification process evaluated to ensure it reflects best practices in the identification of all K – 12 gifted and talented students, including Multilingual Learners, and those with Individualized Education Plans or 504 plans? *

Note: If your response is "Other", then you must provide a written description in the box.

- [ ] Once a year
- [ ] Every two years
- [ ] Every three years
- [ ] Other

Which of the following is used during the identification process? *

Note: If your response is "Other", then you must provide a written description in the box.

- [ ] National Norms
- [ ] Local Norms
- [ ] Both
- [ ] Other

Gifted and Talented Professional Development 18A:37b(3)

The LEA must report professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development.

Provide a list of professional development opportunities offered to teachers. *

The list must reflect the opportunities in the previous school year and planned opportunities for the current school year.

Provide a list of professional development opportunities offered to educational services staff. *

The list must reflect the opportunities in the previous school year and planned opportunities for the current school year.

Provide a list of professional development opportunities offered to school leaders. *

The list must reflect the opportunities in the previous school year and planned opportunities for the current school year.

Gifted and Talented Education Complaint Policy 18A:37b(1); 18A:35-38

The LEA must implement a policy on complaints for noncompliance of the Strengthening Gifted and Talented Education Act. The policy must be linked to the district's board of education website.

Provide an active link to the district board of education policy on gifted and talented education aligned to the Strengthening Gifted and Talented Education Act. *

Provide an active link to the LEA's website regarding complaints for noncompliance policy on gifted and talented education. *

Gifted and Talented Education Webpage 18A:35-39

The Strengthening Gifted and Talented Education Act requires the LEA to provide information on its website regarding:

- **policies and procedures used to identify students as gifted;**
- **the continuum of services offered to gifted and talented students; and**
- **the criteria used for consideration of eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.**

Select all components that are included on the district's website regarding gifted and talented education. *

Select all that apply.

- [ ] Policies and procedures used to identify students as gifted and talented
- [ ] Continuum of services offered to gifted and talented students
- [ ] Criteria used for consideration of eligibility for gifted and talented services
- [ ] Multiple measures are used in the identification process to match a student's needs with services
- [ ] The district's website does not include any of these components

Provide an active link(s) to the LEA's website regarding gifted and talented education. *

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